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ABSTRACT

This document presents in table form a summary of the findings of a survey which was based on a checklist sent to 95 active College Reading Association Members. The subjects were grouped according to size and type of institution: (1) junior and community colleges with student enrollments less than 5000; (2) junior and community colleges with student enrollments greater than 5000; (3) four year colleges and institutions granting advanced degrees with student enrollments under 5000; and (4) four year colleges and institutions granting advanced degrees with student enrollments over 5000. The subcategories of the checklist were information concerning institution, nature of total offerings, procedures for diagnosis of student difficulties and evaluation of student progress, institutional responses, sponsorship and support of program, staffing, student selection and inclusion, and how instructional time is proportioned. (WR)

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ED 088020

CHECKLIST OF CURRENT PRACTICES IN READING AND STUDY SKILLS PROGRAMS

FOR COLLEGE STUDENTS

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Summary of Results

This checklist was circulated to 198 active College Reading Association Members identified as "interested in college reading". The checklist was circulated in May, 1973 and a "follow-up" was conducted in September, 1973. One hundred thirty-six replies were received. Thirty-two respondants indicated that they were not currently involved or directly interested in college reading improvement programs, and therefore did not complete checklists. In three instances, two respondants completed checklists for the same college reading improvement program. These were combined and counted as one in each instance, so that each checklist utilized represented a different program. Six checklists arrived too late to be included in the sample analyzed. The ninety-five checklists remaining constituted the total used sample and were sorted into four groups according to size and type of institution, as follows:

Group A - Junior and Community Colleges with student enrollments under 5000 (19 programs represented)

Group B - Junior and Community Colleges with student enrollments over 5000 (11 programs represented)

Group C - Four year colleges, and institutions granting advanced degrees, with student enrollments under 5000 (27 programs represented)

Group D - Four year colleges, and institutions granting advanced degrees, with student enrollments over 5000 (38 programs represented)

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Project Approved by CRA Board of Directors
Fall, 1972

CS 000 943

	JUNIOR AND COMMUNITY COLLEGES				FOUR YEAR COLLEGES					
	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
I. INFORMATION CONCERNING INSTITUTION:										
A. Is your institution best described as a:										
1. State university	0	0%	0	0%	5	19%	22	58%	27	28%
2. Private university	0	0%	0	0%	5	19%	4	11%	9	10%
3. Four-year institution	0	0%	0	0%	16	59%	11	29%	27	28%
4. Two-year junior and community colleges	19	100%	11	100%	0	0%	0	0%	30	32%
5. Other	0	0%	0	0%	1	3%	1	3%	2	2%
B. The admissions policy of your institution is best described as:										
1. Open door	17	90%	9	82%	9	33%	7	18%	42	44%
2. Restricted	0	0%	0	0%	4	15%	5	13%	9	10%
3. Between the two extremes	0	0%	2	18%	11	41%	18	47%	31	33%
4. Did not answer item	2	11%	0	0%	3	11%	8	21%	13	14%
C. The enrollment of your institution is:										
1. Less than 1000	4	21%	0	0%	3	11%	0	0%	7	7%
2. 1000-2000	4	21%	0	0%	10	37%	0	0%	14	15%
3. 2000-5000	11	58%	0	0%	14	52%	0	0%	25	26%
4. 5000-10,000	0	0%	9	82%	0	0%	17	45%	26	27%
5. 10,000-20,000	0	0%	2	18%	0	0%	15	40%	17	18%
6. More than 20,000	0	0%	0	0%	0	0%	5	13%	5	5%
7. Did not answer item	0	0%	0	0%	0	0%	1	3%	1	1%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
II. NATURE OF TOTAL OFFERINGS										
A. Your reading study-skills program includes:										
1. A credit course meeting a designated number of weeks	14	74%	9	82%	18	67%	20	53%	61	64%
2. A non-credit course meeting a designated number of weeks	12	63%	6	55%	11	41%	16	42%	45	47%
3. A drop-in service with length of stay varying	9	47%	3	27%	13	48%	15	40%	40	42%
4. A tutoring service	7	37%	6	55%	10	37%	12	32%	35	37%
5. Other	3	16%	3	27%	5	19%	6	16%	17	18%
B. The practice of your institution with regards to college credit for your reading-study skills program is:										
1. No college credit given	8	42%	5	45%	10	37%	16	42%	39	41%
2. One or two hours of credit which count toward graduation	5	26%	2	18%	9	33%	8	21%	24	25%
3. Three or more hours of credit which count toward graduation	8	42%	5	45%	7	26%	4	11%	24	25%
4. One or two hours of credit which do not count toward graduation	4	21%	0	0%	1	4%	3	8%	8	8%
5. Three or more hours of credit which do not count toward graduation	4	21%	2	18%	1	4%	6	16%	13	14%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
IIB. Continued										
6. Other	0	0%	0	0%	2	7%	1	3%	3	3%
7. Did not answer	1	5%	0	0%	0	0%	2	5%	3	3%
C. The practice of your institution regarding fees for your reading study-skills program is:										
1. Regular college course tuition charged	18	95%	9	82%	15	56%	18	47%	60	63%
2. Special fee of $50 or less per student	1	5%	1	9%	4	15%	5	13%	11	12%
3. Special fee of more than $50 per student	0	0%	0	0%	0	0%	1	3%	1	1%
4. No student fee or tuition charged	5	26%	4	36%	11	41%	13	34%	33	35%
5. Other	0	0%	0	0%	0	0%	0	0%		
D. The total number of "class" or "group" contact hours would be most accurately described as:										
1. Less than 10 hours	2	11%	0	0%	1	4%	2	5%	5	5%
2. 10 to 20 hours	4	21%	2	18%	8	30%	8	21%	22	23%
3. 20 to 30 hours	4	21%	3	27%	4	15%	11	29%	22	23%
4. More than 30 hours	9	47%	6	55%	13	48%	13	34%	41	43%
5. Varies according to individual needs	8	42%	2	18%	9	33%	8	21%	27	28%
6. Other	1	5%	1	9%	1	4%	1	3%	4	4%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
II. Continued										
E. Check all of the following items which are included in the content of your program:										
1. Reading skills (work with vocabulary, comprehension, flexibility in reading, etc.)	19	100%	11	100%	25	93%	38	100%	93	98%
2. Study skills (organizing time, taking notes, etc.)	19	100%	10	91%	26	96%	35	92%	91	95%
3. Individual counseling by trained counselors	6	32%	4	36%	11	41%	16	42%	37	39%
4. Group counseling by trained counselors	2	11%	1	9%	7	26%	10	26%	20	21%
5. Individual counseling or conferences by member of reading study-skills program staff	17	90%	9	82%	24	89%	33	87%	83	87%
6. Group counseling by member of reading study-skills staff on study or personal problems	6	32%	3	27%	13	48%	15	40%	37	39%
F. Approximately how many students are involved in the reading study-skills program during each academic year--including summer?										
1. Less than 50	1	5%	0	0%	3	11%	4	11%	8	8%
2. Between 50 and 100	2	11%	0	0%	7	26%	4	11%	13	14%
3. Between 100 and 200	3	16%	1	9%	6	22%	7	18%	17	18%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
IIF. Continued										
4. Between 200 and 500	10	53%	7	64%	7	26%	13	34%	37	39%
5. More than 500	0	0%	3	27%	4	15%	10	26%	17	18%
6. Did not answer	3	16%	0	0%	0	0%	0	0%	3	3%
G. If your reading study-skills program is part of a Communications or Foundation service to students, check additional offerings that apply:										
1. English composition	9	47%	5	45%	9	33%	12	32%	35	37%
2. Mathematics	8	42%	4	36%	5	19%	6	16%	23	24%
3. Science	2	11%	3	27%	2	7%	1	3%	8	8%
4. Other	3	16%	0	0%	4	15%	8	21%	15	16%
5. Did not answer	9	47%	6	55%	15	56%	20	53%	50	53%
III. PROCEDURES FOR DIAGNOSIS OF STUDENT DIFFICULTIES AND EVALUATION OF STUDENT PROGRESS: A. Do diagnostic procedures used include:										
1. Standardized reading tests	18	95%	9	82%	25	93%	36	95%	88	93%
2. Informal Reading Inventory	7	37%	4	36%	11	41%	24	63%	46	48%
3. Diagnostic teaching	8	42%	8	73%	19	70%	27	71%	62	65%
4. Students' own analysis of difficulty	14	74%	9	82%	23	85%	31	82%	77	81%
5. Other	2	11%	0	0%	6	22%	10	26%	18	19%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
IIIA. Continued										
6. No answer	2	11%	0	0%	0	0%	0	0%	2	2%
B. Do methods of evaluating student progress include:										
1. Standardized tests (pre-test - post-test)	16	84%	10	91%	22	82%	35	92%	83	87%
2. Self-evaluation by student	13	68%	6	55%	19	70%	32	84%	70	74%
3. Informal tests	11	58%	6	55%	17	63%	21	55%	55	58%
4. Grades in academic subjects	6	32%	3	27%	15	56%	14	37%	38	40%
5. Other	3	16%	1	9%	3	11%	1	3%	8	8%
6. Did not answer	2	11%	0	0%	0	0%	0	0%	2	2%
C. If students are retested for permanency of gains at certain intervals after completing the program, please indicate the intervals:										
1. One semester after program completion	2	11%	0	0%	8	30%	5	13%	15	16%
2. Two semesters after program completion	1	5%	0	0%	2	7%	2	5%	5	5%
3. Three semesters after program completion	0	0%	0	0%	0	0%	2	5%	2	2%
4. Four semesters or terms after program completion	0	0%	0	0%	0	0%	1	3%	1	1%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
IIIC. Continued										
5. More than four semesters after program completion	0	0%	0	0%	0	0%	1	3%	1	1%
6. Other	2	11%	0	0%	3	11%	7	18%	12	13%
7. Did not answer	15	79%	11	100%	16	59%	23	61%	65	68%
IV. INSTITUTIONAL RESPONSES										
A. Considering the physical facilities, staff, and budget allocated for your program, as compared with other programs at your institution, would you consider the provisions made:										
1. Below average	2	11%	3	27%	5	19%	16	42%	26	27%
2. Average	12	63%	3	27%	15	56%	11	29%	42	44%
3. Above average	5	26%	4	36%	7	26%	9	24%	25	26%
4. Did not answer	0	0%	1	9%	0	0%	1	3%	2	2%
B. In your opinion, your administration regards your program as:										
1. Essential	14	74%	5	45%	9	33%	11	29%	39	41%
2. A definite benefit	4	21%	4	36%	14	52%	16	42%	38	40%
3. Of marginal value	0	0%	1	9%	2	7%	9	24%	12	13%
4. Other	1	5%	1	9%	0	0%	1	3%	3	3%
5. Did not answer	0	0%	0	0%	2	7%	1	3%	3	3%

	A		B		C		D		TOTAL	
	#	%	#	%	#	%	#	%	#	%
V. SPONSORSHIP AND SUPPORT OF PROGRAM:										
A. Is the program under the direct auspices of:										
1. Education	0	0%	0	0%	8	30%	23	61%	31	33%
2. Psychology	0	0%	0	0%	2	7%	1	3%	3	3%
3. English	9	47%	4	36%	2	7%	2	5%	17	18%
4. Counseling	4	21%	1	9%	4	15%	7	18%	16	17%
5. Central Administration	3	16%	0	0%	3	11%	6	16%	12	13%
6. Other	8	42%	6	55%	11	41%	6	16%	31	33%
B. Does financial support for your program include:										
1. Course fees	7	37%	4	36%	6	22%	7	18%	24	25%
2. Special fees	2	11%	0	0%	1	4%	3	8%	6	6%
3. Federal grant funds	4	21%	1	9%	6	22%	4	11%	15	16%
4. General budget	11	58%	8	73%	10	37%	16	42%	45	47%
5. Departmental Budget	11	58%	8	73%	15	56%	23	61%	57	60%
6. Other	2	11%	3	27%	3	1[illegible]%	3	8%	11	12%
VI. STAFFING										
A. Size of instructional staff that pertains to your total skills program. (ambiguous question: omitted)										
B. Size of instructional staff that pertains to your reading study-skills program. (average number of full-time equivalent staff members)	2		7		3		3		3	

VI. Continued

	A	B	C	D	TOTAL
	#	#	#	#	#
C. Training of reading-study instructional staff:					
1. Total number of staff members with doctorate degrees in reading	1	2	9	25	37
2. Total number of staff members with masters degrees in reading	17	32	38	55	142
3. Total number of staff members with degrees in:					
(1) English	7	18	7	15	47
(2) Education	4	12	7	10	33
(3) Counseling	0	6	1	0	7
(4) Learning Disabilities	1	1	0	0	2
(5) Linguistics	2	0	1	0	3
(6) Psychology	0	0	2	0	2
(7) Miscellaneous	6	0	4	9	19
4. Total number of undergraduate students assisting with programs	9	19	35	110	173
5. Total number of graudate students assisting with programs	0	0	11	41	52

	A		B		C		D		TOTAL	
	Av.	%	Av.	%	Av.	%	Av.	%	Av.	%
VII. STUDENT SELECTION AND INCLUSION:										
A. Please indicate, by approximate percentage, the proportion of your students that generally fall in each of the following categories (Percents for responses received were averaged for each group):										
1. Identified "high risk" freshmen (Freshmen below a criterion point on entrance tests and/or high school grades)	39%		45%		46%		39%		42%	
2. Freshmen of varying ability	43%		25%		32%		31%		32%	
3. Probationary students (Sophomores or above)	2%		7%		7%		5%		6%	
4. Sophomore, junior and senior students of varying ability	5%		11%		15%		19%		14%	
5. Other	11%		12%		0%		6%		6%	
B. Please indicate, by approximate percent, the proportion of your students that are received through each of the following sources:										
1. Required entrance because of low entrance examination scores and/or high school grades	18%		21%		39%		20%		25%	

	A		B		C		D		TOTAL	
	Av.	%	Av.	%	Av.	%	Av.	%	Av.	%
VIIB. Continued										
2. "Recommended" entrance because of low entrance examination scores and high school grades	29%		23%		15%		16%		19%	
3. Required entrance because of probationary standing	1%		3%		3%		2%		2%	
4. "Recommended" entrance because of probationary standing	1%		1%		2%		4%		2%	
5. Referrals from instructors, advisors, counselors, etc.	15%		11%		5%		18%		13%	
6. Students entering entirely of own volition through course registration or informal entrance procedures	36%		23%		23%		39%		32%	
7. Other	0%		19%		13%		2%		7%	
VIII. INSTRUCTIONAL TIME IS USUALLY PROPORTIONED AS FOLLOWS:										
1. Lecture	13%		12%		16%		20%		17%	
2. Exercises	46%		35%		32%		32%		35%	
3. Students' own texts	12%		20%		23%		17%		18%	
4. Discussion	14%		17%		14%		16%		15%	
5. Machines	14%		10%		9%		12%		11%	
6. Other	1%		6%		7%		3%		4%	

IX: MATERIALS AND MACHINES UTILIZED

A. MAJOR INSTRUCTIONAL MATERIALS (Most frequently mentioned)

Specific Titles	Number of responses	Percent of total group responding
1. Bamman, Hiyama, & Prescott. Free to Read - A Guide to Effective Reading. Field Educational Publications, 1970.	3	3%
2. Brown, James. Efficient Reading. D.C. Heath & Co., 1962.	7	7%
3. Brown, James. Programmed Vocabulary. Lyons & Carnahan, Inc., 1971.	4	4%
4. Gilbert, D.W. Breaking the Reading Barrier. Prentice Hall, 1959.	3	3%
5. Gilbert, D.W. The Turning Point in Reading. Prentice Hall, 1969.	3	3%
6. Jacobus, Lee. Developing College Reading. Harcourt, Brace & World, Inc., 1970.	5	5%
7. Jacobus, Lee. Improving College Reading. Harcourt, Brace & World, Inc., 1972.	4	4%
8. Lewis, Norman. Word Power Made Easy. Pocket Books, 1949.	3	3%
9. McGraw Hill. Basic Skills System (one or more titles of series mentioned) 1970.	8	8%
10. Niles, Olive. Tactics In Reading. Scott, Foresman & Co., 1967.	5	5%
11. Panes, P.B. Reading in the Text-book. Thomas Y. Crowell Co., 1972.	3	3%
12. Pauk, Walter. How to Study in College. Houghton Mifflin Co., 1962.	7	7&
13. Rauch, Sidney & Alfred Weinstein. Mastering Reading Skills. American Book Company, 1968.	3	3%
14. Raygor, Alton. Reading for the Main Idea. McGraw-Hill, 1970.	3	3%

		Number	Percent
15.	Robinson, Francis. Effective Study. Harper and Row, 1970.	4	4%
16.	Sack, Yourman. 100 Passages to Develop Reading Comprehension. College Skills Center, 1965.	4	4%
17.	Sack, Yourman. 88 Passages to Develop Reading Comprehension. College Skills Center, 1968.	4	4%
18.	Simpson, Elizabeth. Better Reading Books. Science Research Associates, 1962.	3	3%
19.	Spache & Berg. The Art of Efficient Reading. Macmillan Company, 1966.	5	5%
20.	Spargo, Edward. Selections from the Black. Jamestown Publishers, Inc., 1970.	3	3%
21.	Spargo, Edward. The Now Student. Jamestown Publishers, Inc., 1971.	3	3%
22.	Taylor, Stanford E. et al. EDL Word Clues, G-M. McGraw-Hill, 1962.	4	4%
23.	Wedeen, Shirley U. College Reader. G.P. Putnam's Sons, 1958.	4	4%

Taped Programs, Filmstrips, Machine Programs

1.	Controlled Reader Programs (Educational Developmental Laboratories)	60	63%
2.	Craig Reader Programs (Craig Research Incorporated)	4	4%
3.	ESA Reading Improvement Programs (Personal Publication by Eddie C. Kennedy, distributed by the Book Exchange, Morgantown, W.V.)	2	2%
4.	Listen and Read Tapes; M-N series (Educational Developmental Laboratories)	3	3%
5.	Study Skills Program (Sack Yourman, College Skills Center)	2	2%
6.	Vocabulary Improvement Series. Bergen Evans (National Council of Teachers of English)	3	3%

General Responses (Most frequently mentioned:)	Number	Percent
1. A variety of reading skills books and workbooks indicated	14	15%
2. Students own text books or "college texts"	14	15%
3. Vocabulary books	3	3%
4. Current Magazines and newspapers	4	4%
5. Paperbacks and novels	6	6%
6. Instructor designed materials	3	3%

B. MACHINES USED (Most frequently mentioned)

Diagnostic Device		
1. Telebinocular: Visual Screening (Keystone)	3	3%

Tachistoscopic Devices		
1. Flash-X (hand-operated tachistoscope; EDL)	4	4%
2. Keystone Tachette (hand tachistoscope: Keystone)	3	3%
3. Tach-X (tachistoscopic projector; Educational Developmental Laboratories)	3	3%
4. Tachist-O-Flasher (mechanical device for converting projector to manual tachistoscope: Learning Through Seeing, Inc.)	2	2%
5. Tachistoscopes (trade names not given)	8	8%
6. Tachistoscopic attachments (which can convert filmstrips and slide projectors for use as tachistoscopes)	3	3%

Controlled readers designed to use with any material		
1. AVR Rateometer (Association for Visual Research)	7	7%
2. Shadowscope Reading Pacer (Psychotechnics)	7	7%
3. Skimmer (Educational Developmental Laboratories)	3	3%
4. Reading pacers (trade names not given)	7	7%

	Number	Percent
5. SRA Reading Accelerator (Science Research Associates)	20	21%
Controlled readers designed to use with special prepared materials		
1. Controlled Reader (Educational Developmental Laboratories)	54	57%
2. Controlled Reader Jr. (Educational Developmental Laboratories)	5	5%
3. Craig Reader (Craig Research Incorporated)	4	4%
4. Perceptoscope (Perceptual Developmental Laboratories)	4	4%
Recorders and players		
1. Tape recorders and players (various manufacturers)	17	18%
2. Language Master (McGraw-Hill)	12	13%
General Teaching Machines		
1. Overhead Projector	8	8%
2. Filmstrip and/or slide projectors	8	8%
3. Video-tape projectors	5	5%
4. Record players	3	3%
General Responses to Questions on Machines		
1. Reported "no machines used"	5	5%
2. Did not complete item	5	5%
3. Mention of filmstrips, film, or tapes	5	5%
4. Too many to mention	0	0%

C. READING TESTS USED (Most frequently mentioned)

Survey Tests in Reading

1. California Reading Test - Advanced (California Test Bureau)	12	13%

	Number	Percent
2. The Cooperative English Tests (Cooperative Test Division, Educational Testing Service)	14	15%
3. Davis Reading Test (Psychological Corporation)	9	10%
4. Diagnostic Reading Tests, Survey Section, Grades 7-13. (Diagnostic Reading Committee or Science Research Associates)	12	13%
5. Iowa Silent Reading Tests (Harcourt)	11	12%
6. McGraw-Hill Basic Skills System (Learning Technology Incorporated)	20	20%
7. The Nelson-Denny Reading Test (Houghton Mifflin	60	63%
Diagnostic and Oral Tests		
1. Gates-McKillop Reading Diagnostic Tests (Teachers College Press, Columbia	7	7%
2. The Gray Oral Reading Tests (Bobbs-Merrill Company)	5	5%
Study Skills and Vocabulary Tests		
1. Brown Holzman Survey of Study Skills	4	4%
2. EDL Word Clue Tests (grades 7-13; Educational Developmental Laboratories)	3	3%
3. Watson-Glaser Critical Thinking Appraisal (Psychological Corporation)	16	17%
General Replies to Question on Tests		
1. Several tests used (but not listed)	3	3%
2. Do not use standardized tests	4	4%
3. Use "own tests"	3	3%

X. PROGRAM EVALUATION

Note: Questions in Section X were "open end" questions. Written responses have been categorized, and those categories with the most frequent responses are summarized below. Numbers under the "Groups A-B" designation refer to responses made by CRA members associated with the thirty junior and community colleges represented. Numbers under the "Groups C-D" designation refer to responses by CRA members associated with the sixty-five four year and advanced degree granting institutions represented. Numbers under "Total" summarize responses of the entire ninety-five institutions represented through respondants.

	Groups A-B		Groups C-D		TOTAL	
	#	%	#	%	#	%
A. What do you consider the strongest points, or most unique features, of your present program?						
1. Individualization	12	40%	18	28%	30	32%
2. Program Emphasis						
a. "study skills"	2	7%	6	9%	8	8%
b. use of text books; content area emphasis	5	17%	6	9%	11	12%
c. specific reading skills	4	0%	0	4%	6	4%
3. Staff	2	7%	7	11%	9	9%
4. Student rapport	4	13%	4	6%	8	8%
5. Performance based instruction	3	10%	3	5%	6	6%
6. Granting of credit	0	0%	5	8%	5	5%
B. What do you consider the weakest points of your present program?						
1. Staff	3	10%	19	29%	22	23%
2. Time limitation	5	17%	7	11%	12	13%

	Groups A-B		Groups C-D		TOTAL	
	#	%	#	%	#	%
B. Continued						
3. Limited facilities	4	13%	6	9%	10	11%
4. Materials; equipment	3	10%	6	9%	9	9%
5. Program emphasis	5	17%	4	6%	9	9%
6. No credit	0	0%	8	12%	8	8%
7. Budget	0	0%	8	12%	8	8%
8. Insufficient individualization	1	3%	4	6%	5	5%
9. Ineffective evaluation	3	10%	1	2%	4	4%
10. Student morale; motivation	2	7%	2	3%	4	4%
11. Interdepartmental communication	1	3%	2	3%	3	3%
C. What do you consider the unique problems in carrying out your program in your particular institution?						
1. Administrative	8	27%	8	12%	16	17%
2. Interdepartmental cooperation, communication	3	10%	12	18%	15	16%
3. Student recruitment	6	20%	4	6%	10	11%
4. Student acceptance of program	1	3%	8	12%	9	10%
5. Specific student body	3	10%	5	8%	8	8%
6. Time limitations	3	10%	1	2%	4	4%
7. Physical facilities	1	3%	2	3%	3	3%

	Groups A-B		Groups-C-D		TOTAL	
	#	%	#	%	#	%
D. What do you consider the most important trends, or changes in <u>your own</u> program over the past few years?						
1. Change in program emphasis	9	30%	19	29%	28	29%
2. Greater individualization	8	27%	8	12%	16	17%
3. Granting of credit	4	13%	7	11%	11	12%
4. Changes in materials utilized	4	13%	4	6%	8	8%
5. Offering a variety of services	2	7%	5	8%	7	7%